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| **Lesson Title**: Lesson A Introduction to PB project | **Related Lessons**: Simple activities in Physical Education Class |
| **Grade Level**: 6 | **Unit**: Disabilities in PE |
| **GOALS** | |
| **Content Standards**:  Physical Education Standard 6.0 Social Psychological Principles  Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.  D. Compassion and Inclusiveness  1. Evaluate effective inclusiveness skills in physical activity settings.  a. Organize different activities from a variety of cultures as a means for developing inclusiveness in classroom settings.  b. Investigate challenges that people with varying abilities face when participating in physical activity.  **Technology Standard**: Maryland Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information. A. Locate, Evaluate, and Gather Information 1. Select and use information resources available through technology a) Select relevant information from appropriate technology resources b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and websites c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)  **ISTE NETS-S**  Creativity and innovation  Critical thinking, problem solving, & decision-making  Communication and collaboration  Digital citizenship  Research and information fluencyTechnology operations and concepts   1. Students will have a basic knowledge and understanding of the disability categories. 2. 2. Be prepared to support students with disabilities in all learning environments.   **Instructional Objective (s):**   1. Students will learn the terms disability and physical disability 2. Identify and understand technologies needed to develop solutions to problems or construct answers to complex questions 3. Select and use information resources available through technology | |
| **ACTION** | |
| **Before-Class Preparation:**   1. Computers/tablets up and running- 1 per student 2. Google docs and Google slides available on all computers for login information for all groups 3. List of recommended websites for research 4. Computer lab available for PE class 5. Post the unit standards on the Whiteboard 6. Develop groups for collaboration activities   **During Class**     |  |  |  | | --- | --- | --- | | Time  60 min.  Computer  lab | Instructional  Activities | Materials and Resources | | 10 min. | Introduction to PBL \*Teacher will discuss PBL  "What challenges would you face if one or more of your physical faculties were compromised in physical education?" | Discussion  Teacher will explain project-Groups of 4 will work collaboratively in creating a presentation consisting of research, slides and video. Project consists of viewing videos (chosen by teacher), insert reflections into google docs, research a disability of their choice, simulate that disability in PE class with adaptations, video simulation, and finally create presentation in google slides. Students will describe challenges they faced while doing simulation and how to incorporate modifications to make that person with a disability successful.  Questions: How do you feel about the inclusion of individuals with disabilities in PE class?  How would you feel if you were excluded from an activity? | | 15 min. | Video viewing | Whiteboard  <https://youtu.be/vG0-APjacJw>  <https://youtu.be/FjhF-pdlJ8M>  <https://youtu.be/XKTg_INHgpc> | | 10 min. | Class participation online activity | Computers/tablets  <http://www.pbs.org/wgbh/misunderstoodminds/attention.html> | | 10 min. | Set up Google Doc accounts  Group selection-4 members per group | Computers/tablets  <https://groups.google.com/a/waldenu.edu/forum/?hl=en#!forum/7106>  Teacher has premade groups selected | | 15 min. | Discussion  Students will start recording their feelings  and thoughts about the videos they saw in the group page on Google Docs | Computer/tablet  Google Docs  (Teacher monitored) | |  |  | Class End |         Recommended Resources/Websites:  <https://www.lds.org/topics/disability/list?lang=eng>  <http://www.stopbullying.gov/blog/2015/06/03/everyone-can-help-stop-bullying-children-tourette-syndrome>  <http://www.buzzle.com/articles/disabilities/>  <http://www.girlshealth.gov/disability/types/list.html>  <https://en.wikipedia.org/wiki/Americans_with_Disabilities_Act_of_1990>  <http://www.disabled-world.com/definitions/>  <http://www.about-disability.com/what-is-disability/different-types-of-disability-213.html>  <http://kidshealth.org/kid/health_problems/learning_problem/learning_disabilities.html>  <http://kidshealth.org/teen/diseases_conditions/learning/learning_disabilities.html>  **Notes:** | |
| **MONITOR** | |
| **Ongoing Assessment(s):** Google Docs & Google Slides  Students will be monitored by the teacher as they progress through their research and collaboration activities towards the group’s final presentation.  **Accommodations and Extensions:** See Diversity Section  **Back-up Plan: If computers fail….Books displayed on Elmo Other books will be available too**  **Title:** *Here's What I Mean To Say...* **Author:** Sarah Yates **Disability:** Cerebral Palsy **Story Profile:** Ann (age nine) who has cerebral palsy, takes us through her struggles with everyday activities.  **Title:** *Can't You Be Still?***Author:** Sarah Yates **Disability**: Cerebral Palsy **Story Profile:** Ann, who has cerebral palsy, attends school for the first time.  Students can start research using books and newspaper articles if computers are unavailable. | |
| **Evaluate and Extend** | |
| Teacher will remind students to refer to collaboration rubric for final presentation. As student’s progress on their presentation, the teacher will monitor content added in Google Docs and PowerPoint daily. The teacher will also be responsible for monitoring students who are having a difficult time understanding new concepts and vocabulary.  **Lesson Reflections and Notes:** | |

**Resources**

YouTube videos:

*Lesson A:*

<https://youtu.be/vG0-APjacJw>

<https://youtu.be/FjhF-pdlJ8M>

<https://youtu.be/XKTg_INHgpc>

Misunderstood minds activity: <http://www.pbs.org/wgbh/misunderstoodminds/attention.html>

Recommended Resources/Websites:

<https://www.lds.org/topics/disability/list?lang=eng>

<http://www.stopbullying.gov/blog/2015/06/03/everyone-can-help-stop-bullying-children-tourette-syndrome>

<http://www.buzzle.com/articles/disabilities/>

<http://www.girlshealth.gov/disability/types/list.html>

<https://en.wikipedia.org/wiki/Americans_with_Disabilities_Act_of_1990>

<http://www.disabled-world.com/definitions/>

<http://www.about-disability.com/what-is-disability/different-types-of-disability-213.html>

<http://kidshealth.org/kid/health_problems/learning_problem/learning_disabilities.html>

<http://kidshealth.org/teen/diseases_conditions/learning/learning_disabilities.html>

<http://www.specialolympics.org/Sections/Sports-and-Games/Sports_and_Games.aspx>

<https://youtu.be/n3I8qdVFHyw>

Google Docs log in: <https://groups.google.com/a/waldenu.edu/forum/?hl=en#!forum/7106>

Google Slides log in: <https://www.google.com/slides/about/>

Collaboration Rubric: [C:\Users\sbeer\Desktop\7106 PBL\Collaboration Rubric.docx](file:///C:\Users\sbeer\Desktop\7106%20PBL\Collaboration%20Rubric.docx)

Diversity: [C:\Users\sbeer\Desktop\7106 PBL\Diversity.docx](file:///C:\Users\sbeer\Desktop\7106%20PBL\Diversity.docx)

Individual Rubric: [C:\Users\sbeer\Desktop\7106 PBL\Rubric for individual group members.docx](file:///C:\Users\sbeer\Desktop\7106%20PBL\Rubric%20for%20individual%20group%20members.docx)